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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Enduring Understandings; Introduction to Europe** | | |
| **Instructional Period** | **All Content Areas** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| Governance:  Production, Distribution, and Consumption:  Time, Change and Continuity  **SS6G8: Locate selected features of Europe.**   1. Locate on a world and regional political-physical map: Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. 2. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | EU-The student will **recount t**hat as a society increases in complexity and interacts with other societies, the complexity of the government also increase.  EU- The student will **understand** that the production, distribution, and consumption of goods /services produced by the society are affected by the location, customs, beliefs, and laws of the society.  EU: The student will **analyze** that while change occurs over time, there is continuity to the basic structure of that society  Locate on a world and regional political-physical map: Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.  Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **2, 3, 4** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **3** | * How are items that you buy produced, distributed, and consumed? * How is the economy of our area affected by location, customs, beliefs, and laws? * What affects how your family makes earns income? | Textbooks, computer, primary and secondary resources |
| **2** | * What in your life has changed but remained the same? | Textbooks, computer, primary and secondary resources |
| **3** | \* Why do you think society has changed as government has become more complex?  Written Response; partner activities and small group work;  AVID strategies | Textbooks, computer, primary and secondary resources |
| **3** | \* How does government react when complex societies interact or combine?  Written Response; partner activities and small group work;  AVID strategies | Textbooks, computer, primary and secondary resources |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | * In what way do the rules in sports get more complex at different levels (from midget football to the NFL). * How has your school responded to your growth as an individual society?   Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **3** | * Why do you think society has changed as government has become more complex? * How does government react when complex societies interact or combine?   Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **2** | * What are the components of an economy? * What influences an economy?    Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **3** | * How can a society change but basic components remain the same over a period of time? * Why might a society remain the same even if there is change over time?   Written Response; partner activities and small group work; AVID strategies | Media Center research materials, internet. |
| **2** | * What are the major physical features of Europe, and where are they located on a map?   Students will locate physical and political features on a map. | * On a blank map, identify physical features and countries of Europe.   [Europe Maps- World Atlas.com](http://worldatlas.com/aatlas/world.htm)  Geographic Resources: Sites for online maps   * Outline Maps and Map Tests- Maps provided by: [www.worldatlas.com](file:///C:\Users\User\Downloads\www.worldatlas.com) * Physical Maps- Maps provided by   <http://www.freeworldmaps.net>   * Regional Maps- CIA Factbook   <https://www.cia.gov/library/publications/the-world-factbook/>   * Extensive Map Collection- provided by The University of Texas.   <http://www.lib.utexas.edu/maps/map_sites/hist_sites.html#europe> |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | | **Integrated** | |
| All Enduring Understandings | | | | 2-4 | | |  | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * economy * income * spending * saving * investing * time * change * continuity * same * change over time * physical features * Danube River * Rhine River * English Channel * Mediterranean Sea * European Plain * Alps * Pyrenees * Ural Mountains * Iberian Peninsula * Scandinavian Peninsula * Belgium * France * Germany * Italy * Poland * Russia * Spain * Ukraine * United Kingdom | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Natural (land), * Human (labor). * Capital (capital goods) | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Production * Distribution * Consumption * Entrepreneurship (used to create goods   **TAPS 2, 3, 5** | | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint, primary and secondary sources  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:*** | .  Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Enduring Understanding Graphic Organizer) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources | | | | | | | |

**Monday-Complete EU graphic organizer for Governance; complete activity (homework will be assigned)**

**Tuesday-Complete EU graphic organizer for Time, Continuity and Change; complete choice activity (homework will be assigned); a written response will also be included in lesson. This response will be in notebook to be included with class work.**

**Wednesday-Complete EU graphic organizer for Production, Distribution and Consumption; complete choice task (homework assigned).Update table of contents; and prepare for NB check on Friday for organization.**

**Thursday-Introduced to Europe map; identify political and physical features on a map; this is placed in notebook; students are to complete for HW if not completed in class; students are to also prepare for NB check on Friday. Please include map in notebook.**

**Friday-6th SS Preassessment; NB check; study maps.**